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797 871 spect of both pupils and parents. The school, with facilities for accommodating about fifty pupils, was well attended by Kiowa-Apaches and Comanches.[40]

The Reverend J. J. Methvin in the same year established Methvin Institute for the Methodist Church, South, two miles from the agency headquarters. Methvin began with fifteen pupils, soon had thirty, and during the second year [874] was able to instruct seventy-five. Realizing that the Indian children were in greater need of instruction in the practical subjects than in the traditional arts, Methvin made the Institute an industrial school.[41] Under his able direction, the school had a relatively successful career for almost two decades.

The government set aside 160 acres of land one and one-half miles south of the agency, in 1889, for a Catholic school. Two years later St. Patrick's School was opened. The government took it over in 1909 and operated it as Anadarko Boarding School until 1932, when it was returned to the Catholics who have since continued it under its original name.[42]

797 871 657 658 For a few years the government increased annually the subsidy to the mission schools. For the school year 1893-94 it paid to four mission schools on the Kiowa-Comanche reservation a total of $2,166.15.[43] However, strong protests were made in 1892 against federal aid to church schools. In 1893 the opposition brought about legislation granting federal tuition payments for Indian children attending public schools, and beginning in 1895, it was able to force a gradual reduction of government aid to mission schools until 1901, when it ceased altogether. After the government

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[113] 40. Agent Charles E. Adams to Commissioner of Indian Affairs, September 16, 1889 (MS, Oklahoma Historical Society Library, correspondence files); Commissioner of Indian Affairs, Annual Report, 1891, 351, and 1900, 363.

41. Methvin, op. cit., 88.

[113] 42. Commissioner of Indian Affairs, Annual Report, 1889, 199; a play entitled "A History of Riverside School" (MS, Riverside Indian School, Anadarko).

43. Commissioner of Indian Affairs, Annual Report, 1894, 504. The monthly federal aid per capita was as follows: Methvin Institute, $1.46; Cache Mission, $1.85; St. Patrick's, $1.84; Baptist Missionary, $2.43. Baptist Missionary School had a very short existence. It was located north of the Washita, and no Comanches attended it. Mary Gregory Memorial was not included among the schools receiving federal aid that year. Federal aid to the three government schools for the same year on a similar basis was: Riverside, $14.15; Rainey Mountain, $12.17; and Fort Sill, $18.45.

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ceased to provide aid, the mission schools rapidly declined, and within a few years all had closed their doors. St. Mary's and St. Patrick's, both Catholic, were the only mission schools in 1945, and they had a combined enrollment of only thirty-seven pupils.[44] St. Mary's had not been one of the early schools; St. Patrick's had not been a mission school from 1909 to 1932.

In recent years the majority of Comanche and Kiowa children have attended public schools. The long range policy of the Indian administration has been to utilize the public schools as the principal educational agency. It was generally conceded that the Indians could be assimilated into American society more quickly by the public schools than by any other means. Good attendance and satisfactory relations between the two races were essential for success. The opponents of federal aid to mission schools caused Congress in 1893 to take its first positive action of significance toward the execution of this policy. There were very few public schools at the time within reach of the Indian children and enough racial animosity existed to endanger the program if Indian children were forced at once into the public schools. The principal argument against admitting the Indians was that they paid no taxes. But since the white population was sparse and generally in poor economic condition, it needed financial aid in order to have good schools. Congress enacted legislation allowing $12.50 per capita each quarter for children of non-taxpaying Indians attending public schools.[45] By offering to pay tuition it hoped to accomplish a major step in its ultimate goal to use the public schools, to remove local white opposition, and to appease the opponents of federal aid to mission schools. When in 1901 Congress ended federal aid to mission schools without substituting another special school or materially expanding the existing government schools, the public school was the only one left for the majority.

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44. Martin Taylor (Supervisor of Education for the Kiowa-Comanche Agency) to Wallace, personal interview, June 12, 1945.
45. Commissioner of Indian Affairs, *Annual Report*, 1893, 17.

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657 But the movement to the public schools required time.
871 Although Congress had enacted legislation as early as 1891
permitting officials to compel attendance, the law had been
used only rarely to fill the government schools. Compul-
sory public school attendance at the opening of the new
[177] century was not yet practical. Allotments were not com-
pleted until 1906, the schools were few and small, and many
whites were still opposed to Indian children in the public
schools even for the increased revenue. Furthermore, the
Indians did not want to attend. Only forty were enrolled
in 1910, but the number increased rapidly during the fol-
657 lowing years. By enrolling the orphans, destitute, and un-
871 desirables in the government schools, the agency removed
177 the cause for much of the white opposition. In 1918 the fed-
eral government ruled that the public schools must accept
Indian children on the same basis as white children. By
1930, when 884 of the 1582 Indian scholastics were enrolled
in public schools, practically all prejudice had disappeared.[46]

871 Teacher reports indicate that Indian children under fif-
153 teen years of age progress as rapidly as white children of
657 the same age group under similar circumstances. Children
871 in the public schools do not get as much vocational training
874 nor as long a term as those in the government schools. The
Indian Office staff has urged all schools to include vocational
training courses in the curriculum and believes that a few
should adopt a program similar to that of the two govern-
ment schools in order to provide every Indian boy and girl
657 opportunity to obtain a practical education. About two-
871 thirds of the two thousand scholastics in 1944-45 were in
[658] public schools. The cost of the entire education program
on the Kiowa-Comanche jurisdiction for the same year
amounted to $164,104.72[47] or $82.52 for each scholastic. Com-
pared with state appropriations, this was a liberal expendi-
ture.

797 Christian missionaries not only helped to fill the gap be-
tween the restricted government schools and the public

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46. Superintendent Kiowa-Comanche Agency, Annual Report, 1910; Commissioner of Indian Affairs, Annual Report, 1918, 19; Bonfin, op. cit., sec. III, 11.
47. Taylor to Wallace, personal interview, June 12, 1945.